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ABSTRACT

Cooperative planning by library media teachers and classroom teachers (K-12) in Oregon schools resulted in this program of library information skills instruction. Based on a skills continuum (sequential development of locational, inquiry-investigation, reporting, literature appreciation, and reading guidance skills), the program reflects a curriculum and format match with the Department of Education Essential Learning Skills and the English Language Arts Common Curriculum Goals. The correlation of the three documents has been divided into two specific areas of responsibility: those areas where the library media teacher is the principal instructor (locating information), and those areas where the classroom teacher and library media teacher complement each other in teaching the skill (understanding and appreciation of literature). The literature appreciation and information skills presented for mastery in this document appear at the third, fifth, eighth, and eleventh grade levels, although they may be introduced earlier, and it is expected that the learner will be able to demonstrate knowledge and application of the skill by the end of the prescribed grade. (CGD)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FOREWORD

We are a rapidly changing society -- changing from an industrial nation to one rich in information. In the first part of this decade information doubled every five and one-half years; currently it is doubling every four years, and by 1991 it is expected to double every twenty months. John Naisbitt has stated: "By the mid to late 1990's the book as a source of information will be replaced with the disk in our schools." His point was not that books will cease to exist; rather they will not be our primary source of information. Students must turn to their schools and teachers to learn the skills they need to survive in this **Information Age**.

Within the school, information is housed in the library media center. What is there, and how one makes use of it, can be mysterious to students until they learn to use the keys to unlock the volumes and disks of information. The classroom teachers and library media teacher work together in most schools to teach students how to gain access to the system.

The Library Information Skills Guide for Oregon Schools K-12 follows in the plan of the Oregon Department of Education that the state will determine WHAT must be taught and the local school districts will determine HOW it will be taught. While library information skills are not a state-mandated curriculum, there is little question that students must have those skills to succeed in their future endeavors.

For further information about this guide, contact the Specialist for Library Media Programs, 378-6405.

Verne A. Duncan
State Superintendent
of Public Instruction

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Effective library media programs are designed to help students find, use and apply information which enables them to function successfully in the school program and to fulfill lifelong learning needs and reading enjoyment. To accomplish this task, the library media program provides access to a wide variety of information resources. The skills which students need to efficiently and effectively use these resources are often referred to as library media skills, study skills, reference skills, information skills or other similar terms. Regardless of the terminology, **information skills are necessary lifelong skills.**

In determining a program of library information skills instruction, the committee working on the development of **LIBRARY INFORMATION SKILLS GUIDE FOR OREGON SCHOOLS K-12** acknowledged the role of the library media program in facilitating the communication of information and ideas through the use of all types of media. Therefore, the word "materials" as used throughout this document refers to the variety of both print and nonprint materials available in school library media centers and other library and information agencies.

A library information skills curriculum is not simply a course of study to be covered at one specific time in the K-12 curriculum. It is a

set of clearly defined locational, inquiry-investigation, reporting, literature appreciation and reading guidance skills, initiated with the student's first introduction to the library media center and continued consistently through a sequential plan, kindergarten through twelfth grade.

Studies have demonstrated that the teaching of information skills is most successful when integrated with and relevant to curricular needs, instead of being taught in separate, unrelated units. Since skills are best acquired through meaningful experiences rather than through arbitrarily scheduled or isolated exercises, instruction must be designed to meet the needs and interests emanating from classroom assignments.

The teaching of library information skills should be a cooperative effort between the library media teacher and the classroom teacher. Some of the skills may be taught by the library media teacher, some by the classroom teacher, and others cooperatively by both working together. Instruction may occur in the library media center or in the classroom, but cooperative planning by library media teachers and classroom teachers ensures the integration of the library information skills instruction into the curriculum at the appropriate time and maximizes their retention by students.

The Chicago Tribune once called Henry Ford an ignoramus in print. Ford sued, challenging the paper to "prove it." During the trial, Ford was asked dozens of simple, general information questions: "When was the Civil War?" "Name the presidents of the United States." And so on. Ford, who had little formal education, could answer very few.

Finally, exasperated, he said, "I don't know the answers to those questions, but I could find a man in five minutes who does. I use my brain to think, not to store up a lot of useless facts."

A similar story is told about Einstein. Someone once asked him how many feet in a mile. "I don't know," Einstein is reported as saying, "Why should I fill my head with things like that when I could look them up in any reference book in two minutes?"

These two men, giants of the country, knew what every good leader learns sooner or later: **The ability to get information and then act on it, is what gets things done.**

Both Ford and Einstein realized the value of information and what it could do for the possessor

of it. The need for information is a fact of American life. People spend significant portions of their lives locating, organizing, utilizing, comprehending, producing, communicating or simply consuming information in different formats. These formats can be as straightfoward as a newspaper and as sophisticated as a computer graphic program. Information is a commodity. Information management is an industry. Information skills are tools for achieving self-sufficiency in a complex and competitive society.

The explosion of technology has given a new urgency to the term "lifelong learner." This course of study prepares the individual student to grow and adapt in a technological society. Students today will take their places as adults in a world which we are unable, despite our best efforts, to describe for them. The only way to guarantee them the ability to survive (and to thrive) is to help them become flexible thinkers, proficient in finding and using information. Students must know the characteristics of all information systems. They must become self-sufficient in finding information. And perhaps most important, students must realize that information, in whatever format, is our link with the best in human achievement, culture and feelings.

Library Information Skills Guide for Oregon Schools K-12 identifies six major areas appropriate for all students.

Organization and Access - The student will demonstrate a knowledge of the skills needed to locate and collect resources within the school library media center and other library and information agencies.

Selection - The student will select, use and evaluate materials and equipment appropriate for personal needs and classroom assignments.

Processing - The student will locate, use and interpret specific information within selected resources appropriate for personal needs and classroom assignments.

Communication - The student will design and produce materials in a variety of formats to express ideas and present information.

Literature Appreciation - The student will value and use a variety of resources throughout life for personal growth, vocational pursuits, information and recreation.

Because few library informational skills can be acquired from one brief instructional exposure, this guide emphasizes the constant reinforcement of skills previously introduced and taught.

Continuous review, reinforcement and expansion of the skills improves a student's ability to be an independent user of all types of resources.

As students advance from kindergarten through twelfth grade, the information resources introduced become more specialized and the depth of skills increases. The grade levels indicated in this guide for each skill are based on the Oregon Department of Education format and on the experience of knowledgeable professionals. Examples of resources to be taught at each level are not conclusive nor restrictive and remain the responsibility of the local districts.

The skills continuum is not intended to be a formal, rigid curriculum that prohibits the introduction of particular skills at an earlier level; however, the grade shown is the suggested level of mastery for each skill. Final determination of the appropriate grade level for skill introduction is the responsibility of the library media teachers in consultation with classroom teachers and in accord with district and state performance standards and instructional objectives.

Although a lack of equipment and material resources may impede the development of skills in some areas, it is strongly recommended that continuous efforts be made to expand and improve library media facilities, equipment, materials and staff necessary to implement a strong library information skills program.

During the initial meeting of the Library Information Skills Committee, there was agreement that the finished guide should reflect a curriculum and format match with the Department of Education Essential Learning Skills document. This document is formatted as other curriculum goal documents which the Department is publishing. The items listed for mastery appear at the third, fifth, eighth and eleventh grade levels and, while they may be introduced earlier, the actual knowledge and application of the skill should be completed by the time the learner reaches the end of the prescribed grade.

Essential Learning Skill 7.2 speaks to the use of resources outside the classroom. A library information skills program needs to be more than just location skills. It also must include appreciation of what is in the library and of literature as a whole. Therefore, this document is divided into two parts: the first dealing with the **understanding and appreciation of literature**, and the second, the actual task of **locating information**.

As the Library Information Skills outline was being written, the Library Information Skills Committee considered the strong link between the Essential Learning Skills and the English Language Arts Common Curriculum Goals. An attempt was made to place all these like skills onto a matrix so users could relate them to other areas of the curriculum where these skills may also be taught.

The correlation of the three documents has been divided into two specific areas of responsibility: 1) those areas where the library media teacher is the principal instructor (indicated by bold type) and 2) those areas where the classroom teacher and library media teacher complement each other in the teaching of the skill. With this built-in overlap, schools will be assured that their students will receive instruction in these vital areas.

Library Information Skills Guide for Oregon Schools K-12 Correlation to
Essential Learning Skills and English Language Arts Common Curriculum Goals

A. LITERATURE APPRECIATION

1.0 Students will utilize reading, viewing, and listening skills to enrich their appreciation of literature.

	ELS				ELACCG			
STUDENTS WILL BE ABLE TO:	3	5	8	11	3	5	8	11
1.1 Demonstrate an appreciation of creators and their works through exposure and experience.					1.13a-e	1.13a-e	1.13a-e	1.13a-e
1.2 Identify specific creative works as classics, both traditional and contemporary, as well as types of fiction and nonfiction.	4.1a	4.1a	4.1a	4.1a	1.8a 1.14a 2.13a	1.8a 1.14a 2.13a	1.8a 1.14a 2.13a	1.8c 1.14a 2.13a
1.3 Demonstrate an appreciation of a variety of print and non-print creations.			4.1c	4.1c	1.9b	1.9b	1.9b	1.9b
1.4 Apply personal and established criteria in order to identify works that meet their needs.					1.10a,b	1.10a,b	2.13c 1.10a,b	2.13c 1.10a,b

B. INFORMATION SKILLS

2.0 Students will locate, select, utilize, and communicate information using a variety of resources.

		ELS				ELACCG			
STUDENTS WILL BE ABLE TO:		3	5	8	11	3	5	8	11
2.1	Identify ways information is organized and accessed in the school, community, and outside sources.	2.1a 7.2a,b	2.1 7.2a,b,c	2.1a 7.2a,b,c	2.1a 7.2a,b,c	1.3a 1.16a,b	1.3a 1.16a-d	1.3a 1.16a-d	1.3a 1.16a-d
2.2	Develop an effective process for selecting information appropriate for their intended purposes.	1.2c 2.2a 5.2a 2.5a,b	1.2c 2.2a,b 5.2a 2.5a,b	1.2c 2.2a,b,d 5.2a 2.5a,b	1.2c 2.2a,b,d 5.2a 2.5a,b	1.2c 1.4a,c	1.2c 1.4a,b,c 1.8d 2.15b	1.2c 1.4a,b,c 1.8d 2.15b	1.2c 1.4a,b,c 1.8d 2.15b
2.3	After effectively selecting, retrieving and evaluating resources, process the information for their use.	2.1d 3.1b 4.1a 5.2c	2.1d 3.1a,b,c 4.1a 5.2b,c	3.1a,b,c 4.1a 5.2b,c	3.1a,b,c 4.1a 5.2b,c	1.3d 1.5c 2.2k	1.3d 1.5a,c 2.2k	1.3d 1.5a,c 2.2k,1	1.3d 1.5a,c 2.2k,1
2.4	Communicate ideas and information effectively.	2.3d	2.3d	2.3d	2.3d	2.2e 2.6e	2.2e 2.6e	2.2e 2.6e	2.2e 2.6e

GLOSSARY

Classics - Established works of enduring quality which have withstood the test of time.

Contemporary Classics - Established works written during this century which are anticipated to withstand the test of time.

Creative Experience - The process of bringing into being a new work in any variety of mediums; e.g., book, magazine, newspaper, film/video, recording, etc.

Creator - Term used to include any person who writes, paints, composes, programs, illustrates, produces films, edits, etc.

Current Technology - Refers to, but not limited to, video recordings, CD-ROM, laser disks, on-line computer searches, distant learning satellites and earth stations, etc.

Format - Includes, but is not limited to, print, nonprint, digital, laser, or other packaging of information.

Genre - Categories of literature or art falling into distinctive groups with respect to style, form, purpose, etc.

Information - Knowledge derived from reading, viewing, participating or other methods of interacting with materials which may contain new or forgotten knowledge.

Literature - Includes all works of art whether they are written, viewed, recorded, digitized or provided in some other manner.

Materials - Includes all items located in a library (print, nonprint, electronic, and other sources of information).

Media - A method or system of communicating information or entertainment; e.g., book, magazine, newspaper, radio/TV programs, film or other sources.

Primary Sources - A source very close to the originator; e.g., first person interview, autobiography, etc.

Secondary Sources - Source which is removed from the original author or person; e.g., most books, biographies, etc.

LITERATURE APPRECIATION

The understanding and enjoyment of literature is a foundation for lifelong learning and leisure needs. The content and skills of the Literature Appreciation strand contribute to the purposeful enrichment and application of reading skills.

1.0 Students will utilize reading, viewing, and listening skills to enrich their appreciation of literature.

Skill	Grade 3	Grade 5	Grade 8	Grade 11
STUDENTS WILL BE ABLE TO:				
1.1 DEMONSTRATE AN APPRECIATION OF CREATORS, AUTHORS, ILLUSTRATORS, FILM MAKERS, POETS, ETC. AND THEIR WORKS THROUGH EXPOSURE AND EXPERIENCE.	a Define and differentiate author, poet and illustrator.	a Define and differentiate author, poet, illustrator, producer, and editor.	a Become familiar with young adult authors and poets.	a Become familiar with a wide variety of authors; e.g., novelists, poets, dramatists, and non-fiction writers.
	b Understand the creative process.	b Define the creative process.	b Define the creative process from inception to final product.	b Use secondary sources to support own ideas and concepts about a creative work.
	c Recognize works of selected creators.	c Compare works of selected creators.	c Recognize creators of a variety of genre and media.	c Recognize creators of a variety of genre and media.
	d Participate in an author/illustrator presentation (live or with audiovisual media).	d Participate in an author/illustrator presentation (live or with audiovisual media).	d Participate in an author/illustrator presentation (live or with audiovisual media).	d Participate in an author/illustrator presentation (live or with audiovisual media).
	e Participate in a creative experience.	e Participate in a creative experience.	e Plan a creative experience.	e Plan a creative experience involving others.
	f Be introduced to the concept of copyright.	f Define copyright and explain fair use.	f Define copyright and explain fair use.	f Define copyright and explain protection of intellectual property; e.g., video tape, music, computer.
1.2 IDENTIFY SPECIFIC CREATIVE WORKS AS CLASSICS, BOTH TRADITIONAL AND CONTEMPORARY, AS WELL AS TYPES OF FICTION AND NONFICTION.	a Distinguish real from imaginary information and ideas.	a Distinguish real from imaginary information and ideas.	a Distinguish real from imaginary information and ideas.	a Distinguish real from imaginary information and ideas.
	b Define fiction and non-fiction.	b Identify fiction and non-fiction showing an understanding that each has a call number.	b Identify fiction and non-fiction, specific call numbers and acceptable uses of each category.	b Identify fiction and non-fiction, specific call numbers and acceptable uses of each category.
	c Recognize award winning works; e.g., Caldecott Award and Newbery Medal.	c Recognize award winning works; e.g., Caldecott Award, Newbery Medal, Young Readers Choice.	c Recognize award winning works; e.g., Newbery Award, Young Readers Choice.	c Recognize award winning works; e.g., Academy, Emmy, Nobel, Pulitzer, Tony.
	d Identify genre of literary types; e.g., fairy tale, folklore, nursery rhyme, picture book, poetry.	d Identify genre of literary types; e.g., biography, collected works, fantasy, folklore, poetry, picture book, realistic fiction, science fiction.	d Identify genre of literary types; e.g., fantasy, poetry, science fiction, mystery, and differentiate between the various forms of biographical literature.	d Identify genre of literary types; e.g., fantasy, poetry, science fiction, mystery, and differentiate between the various forms of non-fiction literature.
	e Recognize traditional and contemporary classics.	e Recognize traditional and contemporary classics.	e Describe traditional and contemporary classics.	e Analyze traditional and contemporary classics.

Skill	Grade 3	Grade 5	Grade 8	Grade 11
1.3 DEMONSTRATE AN APPRECIATION OF A VARIETY OF PRINT AND NONPRINT CREATIONS.	a Compare and contrast works presented in a variety of formats. b Identify the characteristics of periodicals.	a Compare and contrast works presented in a variety of formats. b Identify the differences between periodicals, newspapers and other library material.	a Compare and contrast works of a specific title in different formats. b Describe characteristics of a variety of periodicals as a literary format.	a Compare and contrast works of similar subjects in different formats. b Compare and contrast a variety of periodicals.
1.4 APPLY PERSONAL AND ESTABLISHED CRITERIA IN ORDER TO IDENTIFY WORKS THAT MEET THEIR NEEDS.	a Choose selections at personal comprehension level that encompass a variety of interests. b Identify types of selections which the student likes. c Realize not all students like the same type of materials.	a Choose selections at personal comprehension level that encompass a variety of interests. b Explain preference for certain types of selections over others. c Understand that different people's likes and dislikes may not be the same.	a Choose selections at personal comprehension level that encompass a variety of interests. b Justify preference for certain selections over others. c Understand the concepts of intellectual freedom and a person's right to select materials for his or her informational and entertainment purposes.	a Choose selections at personal comprehension level that encompass a variety of interests. b Justify preference for certain selections over others. c Understand the concepts of intellectual freedom and a person's right to select materials for his or her informational and entertainment purposes.

INFORMATION SKILLS

Recognizing that we live in the Information Age, the acquisition and use of information are basic survival skills. Instruction in the Information Skills strand will enable the student to locate, select, utilize and communicate information.

2.0 Students will locate, select, utilize and communicate information using a variety of resources.

Skill	Grade 3	Grade 5	Grade 8	Grade 11
STUDENTS WILL BE ABLE TO:				
2.1 IDENTIFY WAYS INFORMATION IS ORGANIZED AND ACCESSED IN THE SCHOOL, COMMUNITY, AND OUTSIDE SOURCES.	a Locate, check out and return books and other media materials.	a Locate, check out and return books and other media materials.	a Use total library services by locating print, nonprint, vertical file and other organized collections in the school and/or other libraries.	a Use total library services by locating print, nonprint, vertical file and other organized collections in the school and/or other libraries.
	b Locate and use reference materials.	b Locate and use reference materials.	b Locate and use reference and noncirculating library materials, including electronic resources within the school and/or other libraries.	b Locate and use reference and noncirculating library materials, including electronic resources within the school and/or other libraries.
	c Recognize the function of a library catalog as a location tool.	c Use library catalog to access information by subject, author or title.	c Use library catalog to access information by subject, author or title.	c Use library catalog to access information by subject, author or title.
	d Understand that information may be organized by alphabetical, chronological, topical and/or numerical organization and may be accessed either manually or electronically.	d Understand that information may be organized by alphabetical, chronological, topical and/or numerical organization and may be accessed either manually or electronically.	d Understand that information may be organized by alphabetical, chronological, topical and/or numerical organization and may be accessed either manually or electronically.	d Understand that information may be organized by alphabetical, chronological, topical and/or numerical organization and may be accessed either manually or electronically.
	e Use library classification systems to locate resources.	e Use library classification systems to locate resources.	e Use library classification systems to locate resources.	e Use library classification systems to locate resources.
	f Understand organizational similarities among libraries.	f Understand organizational similarities among libraries.	f Understand organizational similarities among libraries.	f Understand organizational similarities among libraries.
	g Recognize that information sources exist outside of school.	g Recognize and locate sources outside the school.	g Locate and obtain information from community resources including other libraries, government agencies, businesses, museums, personal interviews.	g Locate and obtain information from community resources including other libraries, government agencies, businesses, museums, personal interviews.
	h Understand that some materials require special equipment to access information.	h Operate required equipment to access information.	h Operate required equipment to access information.	h Operate required equipment to access information.

Skill	Grade 3	Grade 5	Grade 8	Grade 11
2.2 DEVELOP AN EFFECTIVE PROCESS FOR SELECTING INFORMATION APPROPRIATE FOR THEIR INTENDED PURPOSES.	a Select and use key words to locate information.	a Select and use key words including cross references to locate information.	a Select and use key words including cross references to locate information.	a Select and use key words including cross references to locate information.
	b Classify words, topics and ideas.	b Classify words, topics and ideas.	b Classify words, topics and ideas.	b Classify words, topics and ideas.
	c Use table of contents to locate general and specific information.	c Use table of contents and index to locate general and specific information.	c Use table of contents and index, summaries, charts, graphs and illustrations to locate general and specific information.	c Use table of contents and index, summaries, charts, graphs and illustrations to locate general and specific information.
	d Locate and use "How to Use" section of various reference materials.	d Locate and use "How to Use" section of various reference materials.	d Locate and use "How to Use" section of various reference materials.	d Locate and use "How to Use" section of various reference materials.
	e Use guide words/letters to locate entries.	e Use guide words/letters to locate entries.	e Use guide words/letters to locate entries.	e Use guide words/letters to locate entries.
	f Understand supportive illustrations may provide information.	f Use supportive illustrations to obtain information; e.g., charts, graphs, maps, summations.	f Use supportive illustrations to obtain information; e.g., charts, graphs, maps, summations.	f Use supportive illustrations to obtain information; e.g., charts, graphs, maps, summations.
	g Understand the concept of dictionaries.	g Use general dictionaries independently.	g Use general and specialized dictionaries independently.	g Use general and specialized dictionaries independently.
	h Understand the concept of encyclopedias.	h Use general encyclopedias independently.	h Use general and specialized encyclopedias independently.	h Use general and specialized encyclopedias independently.
	i Understand the concept of specialized reference resources.	i Use specialized references; e.g., electronic indexes, almanacs, atlases.	i Use specialized references including electronic indexes.	i Analyze, use and compare a variety of specialized references, including electronic.
	j Understand primary sources.	j Understand primary and secondary sources.	j Understand and use primary and secondary sources.	j Use appropriate primary and secondary sources.
		k Determine if sources fit need of assignment or project.	k Determine if sources fit need of assignment or project.	k Determine relevance of material to specific need; e.g., date, credibility of author, scope of material, special features, intended audience.
	l Ask questions designed to clarify, gain assistance or locate information.	l Ask questions designed to clarify, gain assistance or locate information.	l Ask questions designed to clarify, gain assistance or locate information.	l Ask questions designed to clarify, gain assistance or locate information.

Skill	Grade 3	Grade 5	Grade 8	Grade 11
2.3 AFTER EFFECTIVELY SELECTING, RETRIEVING AND EVALUATING RESOURCES, PROCESS THE INFORMATION FOR THEIR USE.	a Paraphrase oral, visual and written messages. b Identify main idea in a paragraph. c Relate new information to previous knowledge. d Understand other information may support the students' ideas. e Present students' ideas in oral and written form. f Be introduced to the concept of plagiarism.	a Paraphrase oral, visual and written messages. b Identify main idea in a short selection. c Relate new information to previous knowledge. d Use evidence from sources to support ideas. e Expand ideas with outside knowledge and information. f Define and understand plagiarism. g Use simple bibliographic notations for books.	a Paraphrase oral, visual and written messages. b Identify main idea in a short selection. c Relate new information to previous knowledge. d Use evidence from sources to support ideas. e Select and use details, examples, illustrations, evidence and logic to develop a topic. f Define and understand the legal implications of plagiarism. g Understand there are accepted forms for presenting a bibliography for different materials.	a Paraphrase oral, visual and written messages. b Identify main idea in a longer selection. c Relate new information to previous knowledge. d Use evidence from sources to support ideas. e Select and use details, examples, illustrations, evidence and logic to develop a topic. f Define and understand the legal implications of plagiarism. g Follow appropriate bibliographic format to document use of sources.
2.4 COMMUNICATE IDEAS AND INFORMATION EFFECTIVELY. (NOTE: This part of the Library Information Skills may take place in the individual classroom under the control of that teacher.)	a Share ideas and information orally with others. b Plan and present oral, written and/or visual presentations.	a Share ideas and information orally with others. b Plan and present oral, written and/or visual presentations.	a Share ideas and information orally and in writing with others. b Plan and present oral, written and/or visual presentations.	a Present ideas and information orally and in writing with others. b Plan and present oral, written and/or visual presentations.

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